




Lesson Topic : Guided Reading ANZAC Focus	
Year Group : Year 5	
<b>Learning Outcome</b>	Make sense of topical and unfamiliar words by reading them into the context of the story.
<b>Links with the <a href="#">New Zealand Curriculum</a></b>  	<b>Ideas:</b> <ul style="list-style-type: none"> <li>• Uses their personal experience and world and literacy knowledge confidently to make meaning from texts.</li> <li>• Starts to make connections by thinking about underlying ideas in and between texts.</li> <li>• Starts to make connections by thinking about underlying ideas in and between texts.</li> </ul> <b>Processors and strategies</b> <ul style="list-style-type: none"> <li>• Integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts</li> <li>• Selects and uses a range of processing and comprehension strategies with growing understanding and confidence.</li> <li>• Thinks critically about texts with developing confidence.</li> </ul>
<b><a href="#">Key Competencies</a></b>  	<ul style="list-style-type: none"> <li>- <b>Thinking:</b> Students will need to think about what they know about ANZAC day and soldiers and use this to help understand new and unfamiliar words. They will need to think about the context of the story to help them understand and recognise new words and make meaning of these.</li> <li>- <b>Relating to others:</b> Students will need to relate our society today with the world as it was during war time. They will need to think about the changes and relate to why these people would have been thinking and feeling the way they have been. Students will also need to relate to each other when reading the text.</li> <li>- <b>Participating and contributing:</b> Students will need to participate in a guided reading session with the class they will all need to contribute through reading and answering questions.</li> <li>- <b>Managing self:</b> Students need to be able to manage themselves in a group setting with others by taking turns to share ideas and listening to others. They will also need to reread the text independently and complete the follow up task by the end of the week or before we read the next text.</li> </ul>
<b>Prior knowledge</b>  	<p>Students will need to use what they have already learnt about ANZAC day this week and relate this to the text. This will help them unpack the text and understand new words. There is a lot of vocabulary that the students have been exposed to already from the four facts and research tasks so they will be able to use this vocabulary to unpack the text in a lot greater detail.</p> <p><b>Activating Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• What have we learnt so far about ANZAC day?</li> <li>• What challenges do you face at school? Do you know what schools were like a long time ago?</li> <li>• What can you see in the images and what do they tell you about the setting of this story</li> </ul>

## Lesson Sequence



### Session Outline

#### Introducing the text

Before we begin reading we will discuss what the students already know about ANZAC day and what it means. We will also discuss what it might have been like to live during the war. We will talk about our own experiences and challenges that we have at school and compare these to what it might have been like during the war time. Key questions:

- What have we learnt so far about ANZAC day?
- What challenges do you face at school? Do you know what schools were like a long time ago?
- What can you see in the images and what do they tell you about the setting of this story

#### Guided Reading

Students will be given the opportunity to read sections of the text aloud to the group as well as reading sections of the text independently. While they are reading they will think about some of the words that they are unsure of and we can unpack these as a group. After the students have read the selected section I have asked them to read we will unpack each page that I have highlighted in my [teacher notes](#) for this text.

After reading this as a group we will go over the task as a group. Students will need to go away and reread the text in their head. They will then need to complete the alphabetical task related to the text that they have read.

#### Student Activity

##### Learn:

1. Guided reading session focusing on topical and unfamiliar vocabulary and making meaning of these words in the context of the story.
2. How to read in new vocabulary as we are reading to make sense of the words and what they could mean.
3. Answer questions related to the text that they are reading.

##### Create:

Complete the alphabetical task as a group. Finding topical words related to the text as well as words for each letter of the alphabet.

#### Teacher Activity

1. Introduce how to make a copy of the text on the student chromebook so they can read the article in today's guided reading session.
2. Introduce the text "Harry's War" and link to prior knowledge about ANZAC day that we have been learning about this week.
3. Ask students to either read about or read independently the pages of the article.
4. Ask key questions related to the text and make inferences as they are reading.
5. Continue steps 3 and 4 until we reach the end of the article.
6. Introducing the alphabetical task.
7. Oversee and facilitate when needed discussions with the small group when they are working on the task in their reading group.

	<div>Share:</div> <div><div>1. Go through the task with the group and share the different words that they have come up with.</div><div>2. Share completed task on their blog.</div></div>	
Resources	<div><a href="#">Follow up task - Alphabetical Article</a></div> <div><a href="#">Four Facts</a></div> <div><a href="#">Research Presentation</a></div> <div><a href="#">Create a Poppy!</a></div>	
Reflection and Analysis		
	<div>I think that this lesson went pretty well considering we have been rebuilding our group norms after moving back from our hybrid learning. model earlier in the term. We had some really great discussions about what the students already knew about ANZAC day and were able to use this to break down the text and understand new words that the students came across. Some of my students in this video were a bit shy with sharing their ideas and with having masks on can be a little bit quieter than normal. I think that this lesson has shown an improvement in my students being able to share their ideas with each other as well as adjusting to our new normal in class.</div> <div>This term has been interesting with students being in and out of the classroom with isolation and illness so we have had to go back to basics with setting expectations and group norms. Our guided reading sessions have been very much focused on setting up those expectations and what we need to do in order to make the most out of our small groups.</div> <div>I really enjoyed the discussion that we had about what are some key things that are a bit of a struggle at the moment in society. The students were really willing to share what they found difficult about school at the moment and it was interesting to contrast this to what might have happened during war time as well. This text fits in nicely with our theme for the week but also to what is happening in the world at the moment.</div> <div>There are some really confident students in this group and some others who are a bit reserved and quiet and don't necessarily want to share or have the opportunity to share so this is an area that I will be working on with this group making sure everyone has a voice and the opportunity to share what they think.</div> <div>Overall a really good lesson with a lot of rich discsisson and detail. The learning about the topic first adds to the conversations and details that the students can recall and share.</div>	